

THE EFFECTIVENESS OF GRAPHIC ORGANIZER IN TEACHING LISTENING VIEWED FROM STUDENTS' MOTIVATION

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Abstract: A Graphic Organizer (GO) is simply instructional tool that can help students to organize the information from the text. Graphic organizers are useful thinking tools that allow students to organize information and allow students to see their thinking. Moreover, Meyer et al (1996) stated that GOs are “visual displays teachers use to organize information in a manner that makes the information easier to understand and learn”. This research was conducted at the English Teaching Department IKIP PGRI Madiun in the academic year of 2013/2014. The population in this research was the first grade students which consisted of 85 students coming from three classes. The sample, two classes, was taken by using cluster random sampling. The experimental group was taught using Graphic Organizer (GO) while the control group was taught using Direct Instruction (DI). The instruments used to collect the data were listening test and students' motivation test. The data were analyzed using ANOVA and Tukey. The research findings show: (1) GO is more effective than DI in teaching listening; (2) The students having high motivation have better listening skill than those having low motivation; and (3) There is an interaction between teaching methods and students' motivation.

Keywords : *Teaching Listening, Graphic Organizers, Direct Instruction, Students' Motivation*

Introduction

In this research, the writer focuses on the two teaching methods, Graphic Organizer (GO) and Direct Instruction (DI). First, both teaching strategies are applicable to be used in University. Second, both of them share different perspective and principles in teaching method. The writer conducts an experimental research to investigate the effectiveness of GO (compared with DI) in teaching listening viewed from students' interest. GO is used as the independent variable in experimental group, whereas DI is in control group. Meanwhile, listening skill is placed as the dependent variable.

This research is to find out the difference of both teaching methods and which one is more effective in teaching listening. Furthermore, the writer considers students' motivation as simple effect to find out whether GO and DI are suitable for students who have high or low interest. The purposes of the research are: (1) to prove whether Graphic Organizer is more effective than Direct Instruction to teach listening; (2) to prove out whether the students having high motivation have better listening skill than those having low motivation; (3) to prove out whether there is any interaction between teaching methods and students' motivation to teach listening.

Listening taught in University becomes demanded skill which students have to possess. Listening is an activity that consists of hearing, interpreting and expressing the messages. Listening is always an active process in which listeners engage in the activity of constructing a message although they appear to be inactive while listening. Underwood (1997: 1) states listening is the activity of paying attention to and trying to get meaning from something we hear. In this process of listening, the listeners listen not only to the speakers' speech but also they should be able to find out the messages and purposes of that speech. According to Rost (1991: 4) when doing listening, the listeners should make a decision. They are: (1) what kind of situation are this, (2) what is the listener's plan for listening, (3) what are the important words and units of meaning, and (4) does the message make sense. The purpose of listening is to gain the message and information. The teacher of listening must have a variety of methods. But, many teachers still use Direct Instruction to teach listening. In this model, the activity is teacher-centered and the students lack of opportunities in the class. They just become the followers and depend on the teacher during the teaching learning process.

In applying DI to teach listening, first, the teacher gains students' attention and explains the topic, goal, and background information of the lesson. Then, the teacher explains all about what will learn and the way to produce it clearly. The teacher presents step-by-step information and demonstrates the skill correctly. Next, guided practice which involves an opportunity for the student to make a task under the teacher's guidance. Then, each student try to answer questions individually, while the teacher monitors progress and provides guidance. Furthermore, the teacher checks the students' answer. Then, the teacher gives comment, advice, and correction to the students.

It is different from Graphic Organizer (GO) which help students to organize the information from the text by simple instruction. According to Parks, S., & Black, H. (1992) graphic organizers are useful thinking tools that allow students to organize information and allow students to see their thinking. Bromley et al (1999)

also defines graphic organizer as valuable tools for organizing and representing knowledge and for illustrating relationship between concepts. Another definition is proposed by Robinson et al (1995) state that graphic organizer is drawings that use geometric shapes or tables to show connection between pieces information. Graphic organizer can increase the students' understanding. The process of converting a mass of data/information/ideas into a graphic map gives the student an increased understanding and insight into the topic at hand. To create the map, the students must concentrate on the relationships between the items and examine the meanings attached to each of them. While creating map, the students must also prioritize the information, determining which parts of the material are the most important and should be focused upon, and where each item should be placed in the map.

The other things that can influence the students' listening skill come from another factor besides teacher's method. It is the student's motivation. Motivation is one of the important factors in the success of teaching and learning process. Ausubel (2000) argue that motivation is important because it determines the extent of learner's active involvement and attitude toward learning. William states that if asked to identify the most powerful influences on learning, motivation would probably be high on most teacher's list (1997: 111). There are extrinsic and intrinsic motivation. Extrinsic motivation stimulates students to engage in classroom activities effortfully because completing these activity successfully will bring them valued rewards (Durkin, 1998:126) and he adds that intrinsic motivation applies students value to participate in the activity, and emphasizes on students interest in engaging these activity willingly. Students' motivation can be generated through many ways. It can derive from teacher, the students themselves, and their environment. If the teacher knows that his/ her students have low motivation, teacher has to find strategies to arouse the students' motivation to learn. Students' high motivation will enable the students to achieve good result and mental in learning. Every individual has different motivation, therefore, the teacher should be able to assist them generate their motivation.

In terms of education, motivation is an essential element necessary for learning. Motivation is an important element in relation to education and societal growth. Learning a foreign language is different from learning other subjects, mainly because of the social nature such as venture (William, 1997: 115). Tucker and Lumbert in Smith (1991:179) consider teacher's attitudes even more important than parental or community in influencing the outcome of instructed Second Language Acquisition. Teacher's attitude towards learners, surely can also effect the quality and quantity of learning which takes place (Smith, 1991:179).

Extrinsic motivation stimulates students to engage in classroom activities effortfully because completing these activity successfully will bring them valued rewards (Durkin, 1998:126) and he adds that intrinsic motivation applies students value to participate in the activity, and emphasizes on students interest in engaging these activity willingly. Motivation in learning refers to the power or the energy of the students for achieving the objectives of learning and mastery of language. This energy can be from inside (intrinsic) and outside (extrinsic). Intrinsic motivation, covers: (a) students are serious and dilligent in learning English; (b) students are interested in learning that language; (c) students are more active in the teaching and learning process; and (d) they are independent in leartning English. Extrinsic motivation motivation, covers: (a) the method (its used by the teacher in the teaching and learning process; (b) the influence from their friends; (c) to compete with their classmate; (d) it is supported by their parents/ family; and (e) team (group) and media. The different needs of students can influence them in motivating themselves in learning L2/ FL.

Research Methodology

The population of the research was the first grade students of English Teaching Department of IKIP PGRI Madiun which consisted of 85 students coming from three classes. The sample, two classes which consisted of 60 students, was taken by using cluster random sampling. The sample was divided in two groups, experimental and control group. The experimental group was taught using Graphic Organizer (GO), while the control group was taught using Direct Intruction (DI). In collecting the data, listening test and motivation questionnaire were used. Before the instruments were used, a try out was done to know the validity and reliability of instruments. In analyzing the data, the writer used a descriptive analysis and inferential analysis in this research. Descriptive analysis was used to know the mean, median, mode, and standard deviation of scores of the listening test. Meanwhile, inferential analysis was used to test the research hypotheses. Inferential analysis used was ANOVA and continued with Tukey Test. Before conducting ANOVA, normality and homogeneity test were done to check normality and homogeneity data.

The Result of the Research

Based on the result of the hypotheses testing, the research findings are as follows: (1) GO is more effective than DI in teaching listening; (2) The students having high motivation have better listening skill than those having low motivation; and (3) There is an interaction between teaching methods and students' motivation.

The Discussion of the Result Study

According to the research findings, it can be said that GO is more effective than DI in teaching listening. GO is a student-centered teaching method that is designed to enhance initial learning and transfer to individual tasks by using thinking tools that allow students to organize information and allow students to see their thinking. They are visual/spatial, logical/mathematical tools that appeal to many learners for managing and organizing information. Graphic organizers are a pictorial way of constructing knowledge and organizing information. It is an instructional tool that can help students to organize, structure the information and concepts to relate with the other concepts. As an instructional tool, GO is used to illustrate about a topic or section of text that have been highly recommended to be used in classrooms and GOs are visual displays teachers use to organize information in a manner that makes the information easier to understand and learn.

On the other hand, direct instruction is less effective to improve students' listening skill since teacher less motivates students to involve in the teaching learning process. Students just become the followers and depend on the teacher during the teaching learning process. Direct instruction is one of the highest priorities on the assignment and complexation of academic task in the classroom. It is also characterized by teacher-centered and teacher-dominated classroom (Peterson, 1999: 231). In other words, it can be said that direct instruction is a teaching method which is skills-oriented that can be taught in step by step and implies to the teacher-directed and teacher's guide. Direct Instruction, the teaching process may include the teacher signaling, modeling, and following a lesson which is scripted and is designed to have the students respond chorally as the teacher signals the small group or an entire group of students. It makes students strongly depend on the teacher in listening class. As a result, the student's competence will be low.

The students who have high motivation have better listening skill than those who have low motivation. Students' motivation is one of the important aspects of listening process. If students have high motivation, of course, they are serious and diligent, interested in learning, more active, independent in learning. They know what they can do well and know how they can improve themselves.

On the contrary, students with low motivation have less progress in doing something. The students have low motivation, their listening comprehension is lower than the students who have high motivation because they are lazy to study. They don't have ambition to achieve good proficiency. Otherwise, the students who have low motivation will have difficulty in understanding the passage given because they never try to find the solution. They will comprehend the text dependently to the teacher's instruction and translation. They have low desire to learn and very passive. Therefore, it can be assumed that the students having high motivation have better listening comprehension than those who have low motivation.

There is an interaction between teaching methods and students' motivation in teaching listening. Some teaching methods are necessary to high motivation students. One of them is GO. This method will put teacher as a facilitator, organizer, and consultant to students engaged in listening class. This method will be used very effectively for the students who have high motivation. By having high motivation, students will be more motivated and interested in doing their tasks. The students will be very active, busy, and challenged to find information and give their own opinion or ideas to solve or finish the task given.

Meanwhile, DI does not give many opportunities to students to be active in listening class. Teacher is the supplier of ideas to the students. This method does not promote achievement in creative thinking. This method will be more effective if it is used for the students who have low motivation. The students with low motivation are considered as non-active students. They do not have high motivation or interest to do their tasks. The student centrality no longer happens in this model. They depend on the teacher.

Finally, it can be assumed that GO is appropriate in teaching listening for the students having high motivation. Meanwhile, DI is appropriate in teaching listening for the students having low motivation. Therefore, it is assumed that there is an interaction between teaching methods applied by teachers and students' motivation in teaching reading.

Conclusion and Suggestion

Based on the research findings, it can be concluded that the use of GO in teaching listening is more effective than DI and there is an interaction between teaching methods and students' motivation in teaching listening. GO is more effective to teach listening for students having high motivation, whereas, DI is more effective to teach listening for students having low motivation. Therefore, it can be said that there is an interaction between teaching methods applied by teachers and students' motivation in teaching reading. In other words, the effectiveness of teaching methods depends on the degree of students' motivation.

Based on the research findings, the writer would like to propose some suggestions. First, in teaching, the teacher should be able to take every chance for choosing and adopting various teaching methods. Besides, the teacher should also consider about students' characteristics and psychological factors. In teaching listening, especially based on their degree of motivation, the teacher can apply Graphic Organizer to the students who have high motivation. For the low motivation students, the teacher can apply Direct Instruction.

Second, to the other researchers, the writer hopes that these research findings can be used as one of references for the future researches. This research is only the beginning for other's deep researches, it can be developed into wider point of view. Hopefully, the further result of the research can support and complete this research.

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